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ABSTRACT

This document, prepared by the Evaluation System of the Public Schools of the District of Columbia, summarizes the results of analyses of factors affecting reading achievement for elementary students for the year 1976-77. It also provides comparisons with results obtained from analyses of the 1975-76 data. It includes the purpose and scope of the study, including objectives, data collection and data, limitations, and definitions; some benchmark characteristics of classes and reading programs including percentage of pretest and posttest reading objectives mastered, number of levels of prescriptive reading tests used in classes, class size, average absences of students, class holding rate, percentages of males and females, and types of reading programs; factors affecting the achievement of reading in classes; factors affecting interest in reading in classes; initial evaluation of selected types of reading programs; and conclusions, including reading achievement and testing, interest in reading, and evaluation of selected types of reading programs. Appended are replicas of the classroom/student background form and of the reading program form. (TJ)

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Public Schools of the District of Columbia

EVALUATION OF OUTCOMES, 1976-77: AN EVALUATION SYSTEM REPORT ON READING PROGRAMS AND READING ACHIEVEMENT

PART I - A SUMMARY

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PREFACE

This report is the second in a series of three Evaluation System reports to be issued by the Division of Research and Evaluation (DRE) by the end of the school year 1978-79.

This report provides an analysis of data from school year 1976-77. Report three will treat in a similar manner the data from school year 1977-78.

The first report presented an analysis of data from school year 1975-76.

Each report is in two parts: "Part I - A Summary" and "Part II - A Technical Report."

Additional reports will be developed and issued upon completion of further analysis of the data.

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I. INTRODUCTION

The Evaluation System of the Public Schools of the District of Columbia has several purposes. At the most general level it is designed to enable the school system to evaluate the effectiveness of programs and to identify characteristics of programs that seem to increase effectiveness. Also, it is designed to enable the D.C. Public Schools to follow particular students over a period of years, to examine long-term effects of different programs, and to measure changes in program characteristics from year to year. The design of the Evaluation System is such that analyses or evaluations can be done at a number of levels: the individual student, the classroom, the school building, the grade level, the program, the region, and the overall school system.

An essential feature of the Evaluation System is its ability to correlate data. Thus, the System is designed to combine test data with program data, and to combine both of these with a variety of other data or measures such as: student absence, sex, age, size of class, student turnover rate for classes, type of class, involvement of aides, and many other such measures. These data or measures come from various sources. Combining them is a major undertaking. This report represents the second year of analysis of various student, class, teacher, and program data combined with performance measures based on test data.

The Evaluation System is designed to support the investigation of an almost limitless number of questions. It is thus the intention of the Division of Research and Evaluation, which developed and implements the

Evaluation System, that users of its reports (administrators, teachers, and others) become familiar with the System and its potential. The objective findings of the Evaluation System will provide decision-makers at all levels with sound information upon which to make judgments for future directions.

II. PURPOSE AND SCOPE

A. Objectives

This is the second report of this series. It presents results of analyses of factors affecting reading achievement as measured by the percentage of objectives mastered on the Prescriptive Reading Test (PRT), and by students' interest in reading for the year 1976-77. It also presents descriptive information about students, classes, and reading programs for that year. Data for grades 1-6 are included in the report. The report also provides comparisons with results obtained from analyses of the 1975-76 data. Conclusions and recommendations based on the two years of data and analyses are presented. In some cases, identified trends lead to clear conclusions. In other cases, changes from one year (1975-76) to the next (1976-77) are noted and discussed and in such cases it is noted that analyses of the 1977-78 data will usually be needed to identify reliable trends or patterns.

B. The Data Collection and the Data

1. Collection Procedures

The data in this report was collected using three basic instruments.

a. The Classroom/Student Background Form (SBF) is a two-part machine-readable form designed especially for the Evaluation System by the Division of Research and Evaluation (DRE). One part of the form is for the collection of background data on the classroom and the other part is for the collection of background data on the students in the class. This form is completed by staff from DRE in the fall and spring of the school year. See Appendix B.

b. The Prescriptive Reading Test (PRT), the school system's own criterion-referenced reading test, is administered in the fall and spring of each year. The test is constructed by levels ranging from A through E and G which cover the reading grade level objectives for grades 1-6. Students are administered test levels according to their instructional level. Fall and spring test results were matched for each student by DRE.

c. The Reading Program Form (RP) is a two-part machine-readable form designed by DRE and completed by teachers during the month of May of each year. One part of the form is for the collection of classroom reading data and the other part is for the collection of individual student reading program data. See Appendix C.

Data was collected from the 34 elementary schools participating in the Evaluation System. The official October 1976 total membership in these schools for grades 1-6 was 15,382 students. See Appendix A for the distribution of schools by region.

2. Test Data

The test data are percentages of reading objectives mastered in the fall of 1976 (pretest) and in the spring of 1977 (posttest) on the Prescriptive Reading Test (PRT), Levels A through E and G. Only the scores for students who had both pre and post scores for the same level of test were used. Since many teachers administered different levels of the PRT to different students in their classes (as they should have), test raw scores were converted to percentages in order to arrive at a class average, or in order to make the range and units of test scores reasonably

comparable for different students in the same reading program. The "raw score" for a test was the number of objectives mastered according to PRT criteria. The percentage computed was the number of objectives mastered divided by the total number of objectives in the test for the level administered. The number of objectives varied from 21 for Level A to 45 for Level B. Subsequent reports will examine subtest scores, computed in similar fashion.

3. Student Characteristics

Data, other than test scores, which pertain to individual students include sex, age, absences, total time enrolled in a class, student interest in reading, need for extra help in reading, how often student reads on own and student's class and ID number.

4. Teacher Characteristics

Characteristics of teachers include absences, reasons for using particular reading materials, freedom to choose own reading skills objectives to be taught, extent to which teachers coordinated instructional reading program with other school personnel and length of time, and period of time during the year the teacher was associated with a particular class.

5. Reading Programs

A description of each student's reading program in terms of materials, grade levels of materials, and relative emphasis given to each material was obtained from the reading form described in Item 1.c. While the reading program is a characteristic of each student, it is listed separately here as a reminder that a focus of the Evaluation System is programs. The programs, of course, may differ even for students within the same classroom.

6. Classroom Characteristics

Division of Research and Evaluation staff collected data pertaining to the classroom as a whole, not specifically to individual students (e.g., number of students eligible for free lunch program, number of students referred for various reasons, type of teaching situation, presence of an aide, availability of reading or mathematics specialists, and the like). In addition, a number of measures pertaining to the classroom as an aggregate were computed from data based on individuals (e.g., student absence rate, student turnover rate, class average percentage of objectives mastered, class average interest in reading, and class average need for extra help in reading).

C. Limitations

It is important that the reader understand the limitations on the generalizability of the results and conclusions reported here. First, there were large losses for some variables due to missing data. For example, on test data given to the Division of Research and Evaluation the pretest or posttest (or both) data were missing from the records of about 31% of the 15,382 students. Second, for purposes of this report, only test data for students who were administered the same level of test, pre and post, were used. That automatically excluded all students who were administered a higher or lower level test in the fall, (pretest) than in the spring, (posttest), although those students will be included in subsequent analyses. The total number of matched test level students was 6,008, or 39% of the total population. Third, there were losses of data for particular variables owing to the procedures used for computer tape files. Fourth, there were losses of data for particular variables owing to the failure of some forms to be filled out accurately or

completely, but also owing to errors in optical scan processing of data from forms. The limitations described are mainly the consequences of continued limitations of resources, processing and the like, not of design limitations of the Evaluation System.

In a data gathering program of this scope, it was infeasible to evaluate the consistency of ratings of students made by teachers. That is, it was not feasible to do a form of test-retest. By the same token, it was not feasible to observe reading programs in the classrooms. All such reading data are based on the subjective reports of teachers.

Finally, as will be noted, it is important to temper certain conclusions based on analyses of the 1975-76 and 1976-77 data until cross-validation can be made with data from 1977-78. The 1977-78 data analyses will be provided in the third report of this series by June 1979.

The findings reported in this Summary (Part I) are stated in non-technical terms without detailed statistical back-up. Detailed statistical analyses, as well as technical discussions, may be found in the Technical Report (Part II) upon which this Summary Report is based.

D. Definitions

Classroom Characteristics - Include grade, room number, number of free lunch pupils, class size, and percent of male and female.

Learning Barriers - Those conditions which may confront a student and hinder the learning process, i.e., poor attendance, lack of proper nutrition, economic conditions, and medical/physical health.

Posttest Scores - The percentage of reading objectives mastered in the spring based on the total number of objectives possible at the test level administered.

PMT - Prescriptive Mathematics Test

Pretest Scores - The percentage of reading objectives mastered in the fall based on the total number of objectives possible at the test level administered.

PRT - Prescriptive Reading Test

Reading Behaviors - Those behaviors a student exhibits toward reading, i.e., amount of interest in reading and the degree to which student reads on his own.

Teacher Characteristics - Those descriptors of the teacher such as the day the teacher started with the class, the last day with the class, and teacher turnover rate.

III. SOME BENCHMARK CHARACTERISTICS OF CLASSES AND READING PROGRAMS

Analyses of the 1976-77 data collected by the Evaluation System have provided some descriptive characteristics of classes, students, and reading programs in grades 1-6 in the 34 elementary schools in the Evaluation System. The data summarized here is for students in single grade classes only. Multi-grade and combination grade classes are not included. The total sample of single grade classes is 376. For 1975-76 the total sample of single grade classes was 400. If samples of students and classes analyzed for 1975-76 and for 1977-78 have similar characteristics to the samples in this report, then the results can serve as a form of baseline data for evaluating changes in the performance or operation of the school system.

A. Percentages of Pretest (Fall 1976) and Posttest (Spring 1977) Reading Objectives Mastered.[1/]

The average pretest percentage of reading objectives mastered for grades 1-6 was 59%. The average posttest percentage of objectives mastered for the same grades was 74%. Thus, on the average, classes in grades 1-6 showed an increase in mastery of 15% from pretest to posttest. These percentages are based on averaging the pretest and posttest means of the 376 classes.

When we looked at individual grade levels (Table I) we found both for 1975-76 and 1976-77 that classes of students at the first and second grade levels had the highest average pre-post gains in percentage of reading objectives mastered. The fifth and sixth graders had the lowest average pre-post gains in percentage of reading objectives mastered. The 1976-77

1/ Percentages were computed on matched pre-post test results only for students who took the same level test both times.

TABLE I

CLASS GAINS IN PERCENTAGE OF OBJECTIVES MASTERED
PRETEST TO POSTTEST BY GRADE LEVEL IN 1976-77 COMPARED
WITH CLASS GAINS IN PERCENTAGES OF OBJECTIVES MASTERED
PRETEST TO POSTTEST BY GRADE LEVEL IN 1975-76

Grade	Year	Number of Classes	Percentage of Objectives Mastered		
			Pretest	Posttest	Gain
1	75-76	71	55.94	81.17	25.23
	76-77	57	58.96	78.66	19.70
2	75-76	55	60.92	80.87	19.95
	76-77	62	57.24	78.61	21.37
3	75-76	71	66.65	79.13	12.48
	76-77	53	63.82	79.92	16.10
4	75-76	70	62.15	74.77	12.62
	76-77	65	57.07	69.80	12.73
5	75-76	74	60.38	70.28	9.90
	76-77	63	59.93	69.13	9.20
6	75-76	59	59.68	65.12	5.44
	76-77	76	58.17	68.48	10.31***
1-6	75-76	400	61.00	75.00	14.00
	76-77	376	59.04	73.64	14.60

***$p \leq .001$. That is, there is a significant increase in the gain in percentage of reading objectives mastered in the 6th grade classes from 1975-76 to 1976-77. None of the other differences in gains is statistically significant.

average pre-post gain in percentage of objectives mastered by sixth graders was significantly greater than the pre-post gains for sixth graders in 1975-76.

B. The Number of Different Levels of PRT Tests Used in Classes

The average number of different levels of the PRT administered pre and post in 1975-76 in 400 classes, grades 1-6, was 2.2. In the 1976-77 sample of 376 classes it was 2.0. That is, in both years, about 2 different levels of the PRT were administered pre and post in the average class. That number is based only on students receiving the same PRT level pre and post, and, of course, only on students for whom pre-post test data could be matched. It does not take into consideration cases in which a student was administered one test level in the fall and a different test level in the spring. The average number of different test levels administered per class in both years was lowest in grade 1 (1.3 and 1.4 for 75-76 and 76-77 respectively) and highest in grade 6 (2.7 and 2.5). These data are indicative of the continuing effort by teachers to use test levels appropriate to individual instructional levels. The PRT, as a criterion-referenced test, is intended to be selected according to the student's initial level of mastery and the reading objectives to be accomplished during the year. It will be of interest to note in more recent data (e.g., 1977-78) if there is an increase in the average number of test levels used per class, especially as the Competency-Based Curriculum (CBC) program develops.

C. Class Size

Class size, in this series of reports, has a very specific meaning. It is the number of students, with the same matched pre-post test levels, whose data could be matched with a teacher and school. Thus, class sizes for purposes of this report were typically different from actual class

sizes based on a membership count. The average "class size" (as defined) in the classes in this report was 26.0. It was of interest to note that, with the exception of first grade classes, the correlation of class size with the class average posttest percentage of reading objectives mastered was not significant. In the first grade, the smaller the class, the better the class average achievement. In the 1975-76 data, the class size-posttest correlation was significant only for the second grade classes. In general it would appear that if there is a significant correlation, based on the class as the unit of measurement, it is only at the primary level.

D. Average Absences of Students

The average class had an average of 11.6 days of student absences per student for the school year. There was, of course, substantial variation from class to class. We found, interestingly, no significant correlation between the mean class absences and the mean class posttest percentage of reading objectives mastered. This does not mean, necessarily, that there was no relationship between absence and achievement for individual students. It means that variations in average amount of absence for the class as a whole did not appear significantly related to average posttest achievement of the class as a whole. Those same results were obtained in the 1975-76 data.

E. Class Holding Rates

The class holding rate for students is the complement of the student turnover rate. The average holding rate (more exactly speaking, the holding percentage) for 396 classes, grades 1-6, was 88%. There was very little variation in average holding rate from grade level to grade level. There was substantial variation among different classes at all grade levels. We found no significant correlation, for the classes, between holding rate and class average posttest percentage of reading objectives mastered. This was also true of the 1975-76 data.

F. Percentages of Males and Females

The average class had 50% males and 50% females. The average percentage of females was lowest at the 3rd grade level (47%) and highest at the 4th and 6th grade levels (51%) for the classes described here. For the classes described here, there was a significant correlation only at the fifth grade level between percentage of males and class average posttest percentage of reading objectives mastered. The correlation was negative, the higher the percentage of males, and lower the class average achievement. The correlations were not significant at the other grade levels.

G. Types of Reading Programs

Reading programs were typed according to the first and second most emphasized or frequently used reading materials with individual students at each grade level. The prevalence of different types of reading programs at each grade level was found by counting the number of students in each type of program (regardless of what classes the students came from). There was a total of 43 different programs reported for grades 1-6. The type of program varied from grade to grade, but the most prevalent program for all grade levels was a Basal series supplemented with Linguistic/Phonics materials (Table II). Of 9,611 students from single grade classes, grades 1-6, 32.7% were reported as having a Basal-Linguistic/Phonics program. The second most prevalent program was a Basal series only (14.4%), and the third most prevalent program was a Basal series supplemented with individualized reading materials (11.4%). Programs using a Basal series in conjunction with materials classified as supplementary ranked 4th in prevalence (8.9%). Programs using only Linguistic/Phonics materials

TABLE II

THE FIVE MOST PREVALENT READING PROGRAMS, 1976-77

Grade	Number of Students	Basal and Linguistic Phonics	Basal and Supplementary Materials	Basal and Individualized Reading	Basal Only	Linguistic/ Phonics Only	All Others
1	1,772	29.8	4.6	1.1	13.9	10.3	40.3
2	1,433	34.0	4.9	13.0	14.4	6.2	27.5
3	1,439	34.1	7.3	11.7	17.4	8.9	20.6
4	1,634	34.5	16.3	12.2	14.0	6.2	16.8
5	1,539	33.6	6.5	12.1	18.0	3.9	25.9
6	1,794	30.9	13.2	9.2	9.8	7.5	29.4
1-6	9,611	32.7	8.9	11.4	14.4	7.2	25.4

were the 5th most prevalent (7.2%). These five main types of reading programs accounted for 74.6% of all the types of reading programs (as defined) for grades 1-6.

Other types of programs (as defined) reported were relatively low in frequency of occurrence in the sample of students described here. Overall, the most prevalent type of program reported across all six grades was a Basal series, either used alone or supplemented with one or more other types of materials.

Compared to 1975-76, the 1976-77 analysis generally showed a marked increase in prevalence of Linguistic/Phonics types of reading programs, especially in grade 1. There was a marked decrease in Programmed/Structured types of programs in the three primary grades, paralleled by an increase in the prevalence of Basal-Language Experience programs. There was generally a shift away from Basal programs of all types from 1975-76 to 1976-77.

Results of evaluations of the more prevalent types of reading programs over a two-year period (1975-76, 1976-77) will be given in Chapter VI.

IV. FACTORS AFFECTING THE ACHIEVEMENT OF READING

As noted above, the present study parallels that reported earlier dealing with the 1975-76 data. One major aspect of the earlier study was the attempt to determine what factors contribute significantly to reading performance as measured at the end of the school year. A similar effort, using the same basic approach to data analysis, was used in connection with the 1976-77 data. As before, classes were analyzed as units, using class means. The posttest reading scores (class average percentage of reading objectives mastered in the spring) was used as the criterion for reading performance, and a series of regression analyses were run to determine what factors in the school settings or in the behavior or background of the classes would help us to significantly predict this posttest score. That is, what factors are important contributors to reading performance in classes? A series of three regression analyses, with posttest score as the criterion, were run. Each examined the effects of the same 21 potential contributing variables that were involved in the 1975-76 study. The first analyses examined the effects of these variables across all six grades involved in the study. The second and third regression analyses involved, respectively, the primary grades (grades 1-3) and the intermediate grades (4-6) separately. The effects of grade level and pretest reading performance (at the beginning of the school year) were statistically controlled in order to examine the effects of other potentially important variables on the reading score. Results showed that there were several important factors contributing to reading performance when examined across <u>all six grades</u>. In particular:

1. Classes in which students have a higher average interest in reading and in which students do greater amounts of outside reading have higher posttest scores in reading. These results are consistent with those for

the 1975-76 data. While we cannot be entirely sure from present data of the cause-effect relationships involved, it would seem appropriate to inform teachers that they should do whatever is possible to increase the level of students' interest in reading and encourage students to engage in as much outside reading as possible.

2. Classes in which lower levels of reading materials were used tended to have higher posttest scores in reading. Again, the result is consistent with that for the earlier year. One implication may be that teachers should be encouraged not to select materials that are too high in level for their classes, as posttest scores may actually be lower if the teacher "overshoots" the ability level of the class.

3. Classes which meet in self-contained classrooms have higher posttest scores than those which meet in open space classrooms. This result might have important policy implications. However, such evidence was not present in analyses of the 1975-76 data and should, therefore, be viewed with caution until it can be studied further in the 1977-78 data.

4. Results of the separate analyses of the primary grade data revealed that the only significant variable was average amount of outside reading done by students. Classes with students who read more on their own have higher reading posttest scores. This finding is consistent with the 1975-76 data. The analysis of data for the intermediate grades showed no significant contributors beyond the control variables.

V. FACTORS AFFECTING READING INTEREST IN CLASSES

As in the earlier report of the 1975-76 study, each child's interest in reading was assessed by asking the teacher to provide a subjective rating of his or her impression as to how interested the child is in reading. In an effort to determine what factors might help the school system to stimulate increased interest in reading on the part of the individual child in future years, the class average reading interest score was entered as the criterion variable in a series of three regression analyses, again using classes as the unit of analysis. As with the posttest reading performance score, separate analyses of reading interest were done across all six elementary grades, and separately for the three primary grades and the three intermediate grades. Nine sets of predictor variables were entered into the analyses. The nine sets were: pretest reading performance score, grade, number of test levels in the classroom, classroom characteristics, teacher characteristics, percentage of students receiving free lunch, reading behaviors, learning barriers, and classroom environment. Results showed that several of these sets, and a number of individual variables within the sets, are important predictors of reading interest scores, though the exact predictors differ somewhat between the primary and intermediate grades.

As in the earlier study, regression analysis was done in such a way as to control for the effects of reading pretest score and grade before examining possible effects of other variables. The major findings of the study of interest ratings were as follows:

1. Classes with lower mean absence rates showed higher interest in reading. This was particularly true in the intermediate grades and was consistent with a similar finding in the 1975-76 study. One interpretation of this result may be that efforts to develop and maintain high levels of

interest in reading may pay off in lower class absence rates. However, the exact cause-effect relationships among variables in the present study cannot be determined.

2. Classes with lower percentages of male students tend to have higher reading interest levels, particularly in the three primary grades. This finding was true for the intermediate grades in the 1975-76 study. As with other results shown in one of the two studies and not the other, it must be interpreted with caution until further examined in future years.

3. Classes with low student turnover rates, particularly in the primary grades, have higher reading interest scores. One possible interpretation of this result is that maintaining the membership stability in the class over the course of a year will tend to promote greater interest in reading. Students who continue through the year in a single class apparently develop higher reading interest.

4. Two closely related reading behavior variables were consistently significant across the two studies. They showed that classes perceived by their teachers as having a high need for help in reading and those receiving relatively large amounts of extra help in reading have lower interest scores. This was true in both the primary and the intermediate grades. The consistency of the finding and the fact that it cuts across grade levels suggests that the variables involved are important ones to consider in the future.

5. Classes perceived as having large numbers of reading problems were also seen as having lower interest levels.

6. Team teaching is related to higher class average interest scores. This is a finding that could potentially have important policy implications, particularly since interest in reading was seen, in the analysis of posttest achievement scores reported above, to relate to achievement. In the present study, team teaching relates to higher interest scores in the primary grades, but not in the intermediate grades. However, the finding was not seen in the

earlier study and should thus be viewed with caution until replicated in data for later years.

7. Classes using lower levels of reading material had higher interest scores. Since grade level was controlled for, this finding does not mean that interest was simply greater in the lower grades. Rather, it may suggest that the use of material too complex for the children in a given class has the effect of reducing their interest levels. The finding is particularly important in view of the fact that level of reading materials was also found to be related to posttest achievement scores, as noted above. It may thus be well worth considering the implications for both reading achievement and interest of selecting appropriate reading materials for a given class.

Overall, the results for reading interest across the two years thus far studied suggest that this variable is related to reading achievement and that a number of variables included in the study are helpful in predicting the level of reading interest in a given classroom. Particularly important, and deserving of further attention, are class absence and turnover rates, the need for and receipt of extra reading help, and possibly the selection of reading materials that are not too high in level for the class.

VI. INITIAL EVALUATIONS OF SELECTED TYPES OF READING PROGRAMS

Using the 1976-77 and 1975-76 Evaluation System data, evaluations of types of reading programs were made at each grade level for which there were generally sufficient sample sizes. Overall, the results obtained are important for two main reasons. First, they provide indications of how different types of reading programs appear to work. Second, they implicitly provide guidelines for dealing with the complexities of evaluation of individualized programs such as CBC. Below is a summary of the main findings. Detailed results may be found in the Technical Report.

A. Types of Reading Programs Evaluated

The evaluation of types of reading programs has involved comparing the adjusted posttest reading achievement scores (percentages of reading objectives mastered) of samples of students whose teachers used the same types of reading materials. Students at each grade level were considered to have the same type of reading program if their most frequently used and next most frequently used reading materials were of the same types. These are illustrations of types of reading programs:

- Basal-Language Experience: a basal series and a language experience material (for example: A Bank Street Reader supplemented with Experience Charts);
- Basal-Linguistic/Phonics: a basal series and a linguistic/phonics material (for example: a Harper and Row Basic Reader supplemented by Lyons and Carnahan's Phonics We Use);
- Basal-Individualized Reading: a basal series supplemented with an individualized reading material (for example: a Holt, Rinehart, Winston Basic Reading System material in conjunction with SRA Reading Lab material);

- Linguistic/Phonics-Supplementary Materials: a linguistic/phonics material with a material classified as supplementary (for example: Phono Visual supplemented with the D.C. Schools' Reading Comprehension Skills Exercises).

The Evaluation System's Student Reading Program Form in Appendix C lists a variety of materials classified under each main category or type. Table III shows by grade level the types of programs evaluated in 1975-76, in 1976-77, and in both years. For technical and professional reasons, conclusions can be drawn about differences in effectiveness, and recommendations or suggestions made, only when particular patterns of results continue for at least two consecutive years, with the pattern being statistically significant at least one of those years. When patterns change, data from the subsequent year or years will be needed to ascertain probable trends. By those criteria, the following are the conclusions to be drawn to date from evaluations of the 1975-76/1976-77 data samples at each grade level. They pertain only to those types of reading programs with sufficient sample sizes (30 students or more) to be included in the evaluations both years.

B. Findings

1. Grade One

a. Four types of programs have been evaluated both in 1975-76 and in 1976-77: Basal only, Basal-Linguistic/Phonics, Basal-Programmed/Structured, and Basal-Language Experience.

b. There have been no significant differences in effectiveness on the average associated with the Basal only, Basal-Linguistic/Phonics, and Basal-Programmed/Structured types of programs when they were compared with each other. The

TABLE III

TYPES OF READING PROGRAMS EVALUATED, 1975-76 AND 1976-77
BY GRADE AND YEAR

Type of Reading Program	Grade 1	2	3	4	5	6
1. Basal only	5,6	5,6	5,6	5,6	5,6	5,6
2. Basal-Linguistic/ Phonics	5,6	5,6	5,6	5,6	5,6	5,6
3. Basal-Programmed/Structured	5,6	5,6	5			
4. Basal-Language Experience	5,6	6			5,6	
5. Basal-Individualized Reading		6	5,6	5,6	5,6	5,6
6. Basal-Supplementary Materials	5	5,6	6	5,6	5,6	5,6
7. Linguistic/Phonics Only	6	5,6	6	6	6	5,6
8. Linguistic/Phonics-Basal	5	6				
9. Linguistic/Phonics-Individualized Reading				6	5	
10. Lingustic/Phonics-Supplementary Materials	6					6
11. Supplementary Materials Only						6
12. Programmed/Structured-Basal		5				

Key: 5,6
5=The year 1975-76 when the reading program was evaluated.
6=The year 1976-77 when the reading program was evaluated.

evidence to date indicates that teachers can use whichever type they believe is best for them and their students with the understanding that on the average these three types have been found to be comparable in effectiveness.

c. The effectiveness associated with a Basal-Language Experience type of program relative to the other three is as yet uncertain because of a marked change in the pattern of effectiveness relationships from 1975-76 to 1976-77. Analysis of the 1977-78 data should clarify the picture.

2. Grade Two

a. The types of programs evaluated for two consecutive years were: Basal only; Basal-Linguistic/Phonics; Basal-Programmed/Structured; Basal-Supplementary; and Linguistic/Phonics only.

b. The evidence to date indicates that a Basal only program may be more effective, on the average, than a Basal-Linguistic/Phonics, Basal-Supplementary Materials, or a Linguistic/Phonics only type of program.

c. The evidence to date indicates that a Basal-Linguistic/Phonics program may be more effective, on the average, than a Basal-Supplementary Materials program.

d. The effectiveness relationships of a Basal-Programmed/Structured type of program to other types are uncertain at this point. Data from 1977-78 are needed to clarify them.

e. The evidence indicates that Linguistic/Phonics only type of program has been comparable in effectiveness, on the average, to a Basal-Linguistic/Phonics.

f. Over the two years, a program employing a Basal only type program has consistently ranked high in average effective-

ness relative to the others evaluated. Basal-Supplementary and Linguistic/Phonics type programs have consistently ranked low in average effectiveness compared to the other types evaluated both years.

3. Grade Three

   a. Three types of programs had adequate sample sizes to be included in the analyses both years: Basal only, Basal-Linguistic/Phonics; and Basal-Individualized Reading.

   b. There is still some uncertainty about a choice between a Basal only type on the one hand, and a Basal-Linguistic/Phonics, or a Basal-Individualized Reading program. The data do suggest that between a Basal only and a Basal-Linguistic/Phonics type of program, the Basal-Linguistic/Phonics type is likely to be the more effective of the two on the average with students who score below average on the PRT in the fall (about 50% or fewer objectives mastered).

   c. A Basal-Linguistic/Phonics and a Basal-Individualized Reading type of reading program have been found to be comparable in effectiveness, on the average, over the two years.

4. Grade Four

   a. Four types of programshave been compared both years: Basal only, Basal-Linguistic/Phonics, Basal-Individualized Reading, and Basal-Supplementary Materials.

   b. The evidence over the two years suggests that Basal-Linguistic/Phonics and Basal-Individualized Reading types of programs are apt to be more effective, on the

average, than a Basal only program. The Basal only type of program has consistently ranked the lowest of the four types compared both years.

c. The following have been comparable in effectiveness: Basal-Linguistic/Phonics, Basal-Individualized Reading, and Basal-Supplementary Materials.

5. Grade Five

a. Five types of programs have been compared both years: Basal only, Basal-Linguistic/Phonics, Basal-Language Experience, Basal-Individualized Reading, and Basal-Supplementary Materials.

b. The findings to date indicate that of the five types, the Basal only type has consistently ranked lowest in effectiveness, on the average, for students in general.

c. The Basal-Language Experience type of program has given indication of being more effective with above average students (based on pretest), but less effective with below average students in comparison to the other programs, but the 1977-78 data are needed to draw firm conclusions.

d. The following types have all been found comparable in effectiveness over the past two years of analysis (1975-76 and 1976-77): Basal-Linguistic/Phonics; Basal-Individualized Reading, and Basal-Supplementary Materials.

6. Grade Six

a. Five types of programs have been evaluated both years: Basal only, Basal-Linguistic/Phonics, Basal-Individualized Reading, Basal Supplementary Materials, and Linguistic/Phonics only.

b. The evidence has been consistent for two years that a Basal-Linguistic/Phonics type of program is more effective on the average than a Basal only type, and that a Basal only type is more effective than a Basal-Individualized Reading type of program.

c. For students who score average or better on pretest (fall PRT), a Basal only program has been found to be more effective than a Basal-Individualized Reading Type, and a Basal-Individualized Reading type in turn has been found to be more effective than a Basal-Supplementary Materials type.

d. For students who have scored below average in the fall on the PRT, a Linguistic/Phonics type of program has been more effective on the average than a Basal-Supplementary Materials type, while the opposite has been true for students who scored above average in the fall.

e. Effectiveness relationships are still unclear for the following program choices:

    1) Basal only versus Linguistic/Phonics only

    2) Basal-Linguistic/Phonics versus Basal-Supplementary

    3) Basal-Linguistic/Phonics versus Linguistic/Phonics only

    4) Basal-Individualized Reading versus Linguistic/Phonics only (the latter appears more effective, but whether for all students, on the average, or just for above average students cannot yet be determined).

7. The results of analyses of the 1975-76 and 1976-77 data generally suggest that students who have received extra help in reading have

gained at the same rate as those who have not. There is indication that at least at some grade levels the effectiveness of extra help may depend on the main type of reading program that the student receives. Further analyses may clarify the picture. In any case, students who have received extra help have been those who scored below those who did not, on the average, on the fall PRT. Thus, while gaps between those two categories of students have generally not closed at posttest, neither have they widened.

8. Decision-makers should bear in mind that all conclusions about program effectiveness have been based on analyses of samples of students who were given the same level of PRT in the fall and in the spring. Future evaluations will include students who were given different pre-post PRT test levels. Future evaluations will also take into account more specific characteristics of reading programs than just the general types of materials, reading level of materials, and pretest scores of students. At this stage in the development of the Evaluation System, evaluations have been limited simply to comparisons of major types of reading programs that are the most prevalent in the D.C. Schools. It is <u>assumed</u> that different types of programs imply different theories and methods of reading instruction. The assumption, however, has not yet been tested empirically by the Evaluation System. Finally, no distinction has been made within program samples at a given grade level between students who received different levels of the PRT. Since gain is correlated negatively with test levels, (that is, the higher the test level, the lower the gain) different mixes of levels within programs could affect comparative performance outcomes. Future analyses will examine this potential source of bias.

9. In making decisions about choices of reading programs, decision-makers should therefore seriously consider the findings to date but not feel compelled to act upon them mechanically in all cases. As noted throughout, the findings are based on average outcomes. Furthermore, the decision-maker needs to keep in mind that statements about the effectiveness of types of reading programs mean average effectiveness associated with them, not necessarily caused by them. Other data considered pertinent and important in making program choices should also be taken into consideration.

VII. CONCLUSIONS

Data from the 34 elementary schools in the Evaluation System were analyzed separately for the school years 1975-76 and 1976-77. As with the 1975-76 report, the 1976-77 findings have been presented in a two-part report: The summary report and the technical report. From these findings main conclusions were drawn. Where appropriate, the findings from the 1975-76 report have been incorporated in this report.

A. Reading Achievement and Testing

1. In 1976-77 the average percentage of total possible reading objectives mastered in the fall on the Prescriptive Reading Test (PRT) by 376 classes of students in grades 1-6 was 59%. The average percent of total possible reading objectives mastered by the same students the following spring was 74%. Thus, an additional 15% of the total number of reading objectives on the PRT were mastered by the average elementary class during the 1976-77 school year.
2. The highest average gain in percentage of reading objectives mastered was found in second grade classes (21%), the lowest in fifth grade classes (9%). Generally, average gains were higher for primary grades than for intermediate grades.
3. There were no significant differences in average percentage of objectives mastered on the pretests for 1975-76 and 1976-77.
4. There was a statistically significant difference in the average percentage of objectives mastered at posttest by the 1976-77 sixth grade classes over the 1975-76 sixth grade classes. The sixth grade average gain in 1975-76 was 5.4%;

it was 10.3% in 1976-77. Average posttest gains for the other grades revealed no significant differences.

5. Across all six grades, results show that the greatest pre-post gain in reading scores is seen in classes which:

   a) have higher average interest in reading;

   b) use lower levels of reading materials;

   c) meet in self-contained classrooms, as opposed to open classrooms. (This last result was not present in 1975-76 data and should be studied further before action is taken.)

6. For the primary grades alone, significantly greater pre-post reading score gains were seen in classes having students who do a larger amount of outside reading.

7. For the 376 classes studied at all grade levels, teachers administered an average of 2.0 different levels of the PRT per class in the fall and spring testings. That is a minimum average, since it is based on a count only of students who were given the same level of test at both testings.

B. Interest in Reading

As was noted above, higher interest in reading, on a class average basis, contributes to higher achievement in reading. It therefore becomes particularly important to address those factors which tend to increase reading interest. Results show that class average interest in reading is significantly greater in classes which:

a. have lower mean absence rates, particularly in the intermediate grades;

b. have lower percentages of male students, particularly in the primary grades;

c. have low student turnover rates, particularly in the primary grades;

d. have a low need for extra help in reading;

e. receive lesser amounts of extra help in reading;

f. have smaller numbers of reading problems;

g. use team teaching approaches particularly in the primary grades;

h. use lower levels of reading material.

C. Evaluations of Selected Types of Reading Programs

1. Commonly used types of reading program at each grade have been compared for two consecutive years (1975-76 and 1976-77). Using the results of both analyses it has been possible to suggest guidelines to be considered by decision-makers in selecting types of reading programs. The guidelines suggested for each grade level are listed under "Findings" in Section VI of this Summary Report.

2. The guidelines, which are based on the application of a proposed set of decision rules for interpreting the results of evaluations for two consecutive years, consist of three kinds of statements:

   a. an identification of types of reading programs which have consistently appeared to be more, or less, effective than other types for specified types of students;

   b. an identification of types of reading programs which have consistently appeared to be comparable in effectiveness for specified types of students;

   c. an identification of types of programs about which the evidence is still unclear because of marked changes in relative effectiveness from one year to the next (further evaluations are needed in subsequent years to clarify the effectiveness relationships of these types of programs).

3. All guidelines have come from the analysis of pre and posttest PRT scores of students who were administered the same level of test in the fall and in the spring. They have come from measures of effectiveness consistently associated with different types of reading programs but not necessarily caused by them. Future evaluations of effectiveness will take into consideration students who were administered different levels of the PRT in the fall and in the spring. They will also take into consideration additional factors, other than pretest score and the grade level of the reading materials used, that may influence the observed comparative effectiveness of different types of reading programs with different types of students.
4. The present guidelines should be considered by decision-makers along with other pertinent and important information when they are making decisions about the types of reading programs to use at each grade level. The guidelines are not to be viewed as rigid prescriptions, but as aids to decision-making.
5. The methods of the Evaluation System have been found to yield results that make the continuation and expansion of the Evaluation System warranted. Continuation and expansion can be expected to lead to more detailed and specific guidelines for choosing and implementing reading programs.

APPENDIX A

APPROVED LIST OF PARTICIPANT SCHOOLS
IN THE SCHOOL YEAR 1975-76 EVALUATION SYSTEM

Region I (N=7)	Beers
	Congress Heights
	Friendship
	Hendley
	McGogney
	Malcolm X
	Savoy
Region II (N=9)	Amidon
	Bowen
	Hardy
	Hyde
	Key
	Lafayette
	Mann
	Stoddert
	Syphax
Region III (N=4)	Blow (Now Region IV)
	Davis
	Miner (Now Region IV)
	Thomas
Region IV (N=5)	Benning (Now Region III)
	Goding
	Walker-Jones
	Weatherless (Now Region III)
	Wilson, J.O.
Region V (N=6)	Bancroft (Now Region II)
	Bruce-Monroe
	Bunker Hill
	Cleveland
	Meyer
	Petworth
Region VI (N=3)	Noyes
	Shaed
	Whittier

Total Schools = 34

SCHOOL NAME: _____ DATE: _____ INT. INIT.: _____

APPENDIX B

TEACHING SITUATION

(a) (e) (o) (e) (o)
(1) (1) (1) (1) (1)

CLASSROOM

- ○ Regular
- ○ TMR
- ○ Other

IS AIDE

- Paid? ○
- Volunteer? ○

ROOM

A A 0 0 0
H H 1 1 1
C C 2 2 2
I I 3 3 3
E E 4 4 4
L L 5 5 5
M M 6 6 6
N N 7 7 7
O O 8 8 8
P P 9 9 9
S S
U U
W W

GRADE

- ○ Pre K
- ○ Kg
- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ○ 5
- ○ 6
- ○ 7
- ○ 8
- ○ 9
- ○ 10
- ○ 11
- ○ 12

- ○ Ungraded K-6
- ○ Ungraded K-3
- ○ Ungraded 4-6
- ○ 3-7 year olds
- ○ 4-8 year olds
- ○ 8-10 year olds
- ○ 10-12 year olds

AIDE

HOURS PER WEEK

0 0
1 1
2 2
3 3
4 4
5 5
6 6
7 7
8 8
9 9

TEACHER'S NAME (Last, First, Initial)

AIDE'S NAME (Last, First, Initial)

Is there a reading resource teacher available?
○ Yes ○ No

Is there a math resource teacher available?
○ Yes ○ No

NUMBER OF FREE LUNCH STUDENTS

0 0
1 1
2 2
3 3
4 4
5 5
6 6
7 7
8 8
9 9

 # OF FREE LUNCH APPLICATIONS APPROVED

0 0
1 1
2 2
3 3
4 4
5 5
6 6
7 7
8 8
9 9

 # OF REDUCED COST LUNCH APPLICATIONS APPROVED

0 0
1 1
2 2
3 3
4 4
5 5
6 6
7 7
8 8
9 9

TOTAL IN CLASS MEMBERSHIP

0 0
1 1
2 2
3 3
4 4
5 5
6 6
7 7
8 8
9 9

SCHOOL NO.

0 0 0 0
1 1 1 1
2 2 2 2
3 3 3 3
4 4 4 4
5 5 5 5
6 6 6 6
7 7 7 7
8 8 8 8
9 9 9 9

TEACHER NUMBER

0 0 0 0 0 0 0 0 0
1 1 1 1 1 1 1 1 1
2 2 2 2 2 2 2 2 2
3 3 3 3 3 3 3 3 3
4 4 4 4 4 4 4 4 4
5 5 5 5 5 5 5 5 5
6 6 6 6 6 6 6 6 6
7 7 7 7 7 7 7 7 7
8 8 8 8 8 8 8 8 8
9 9 9 9 9 9 9 9 9

START

0 0 0
1 1 1
2 2 2
3 3 3
4 4 4
5 5 5
6 6 6
7 7 7
8 8 8
9 9 9

END DAY

0 0 0
1 1 1
2 2 2
3 3 3
4 4 4
5 5 5
6 6 6
7 7 7
8 8 8
9 9 9

ABSENT

Sem. 1	Sem. 2
0 0	0 0
1 1	1 1
2 2	2 2
3 3	3 3
4 4	4 4
5 5	5 5
6 6	6 6
7 7	7 7
8 8	8 8
9 9	9 9

AIDE NUMBER

0 0 0 0 0 0 0 0 0
1 1 1 1 1 1 1 1 1
2 2 2 2 2 2 2 2 2
3 3 3 3 3 3 3 3 3
4 4 4 4 4 4 4 4 4
5 5 5 5 5 5 5 5 5
6 6 6 6 6 6 6 6 6
7 7 7 7 7 7 7 7 7
8 8 8 8 8 8 8 8 8
9 9 9 9 9 9 9 9 9

START

0 0 0
1 1 1
2 2 2
3 3 3
4 4 4
5 5 5
6 6 6
7 7 7
8 8 8
9 9 9

END DAY

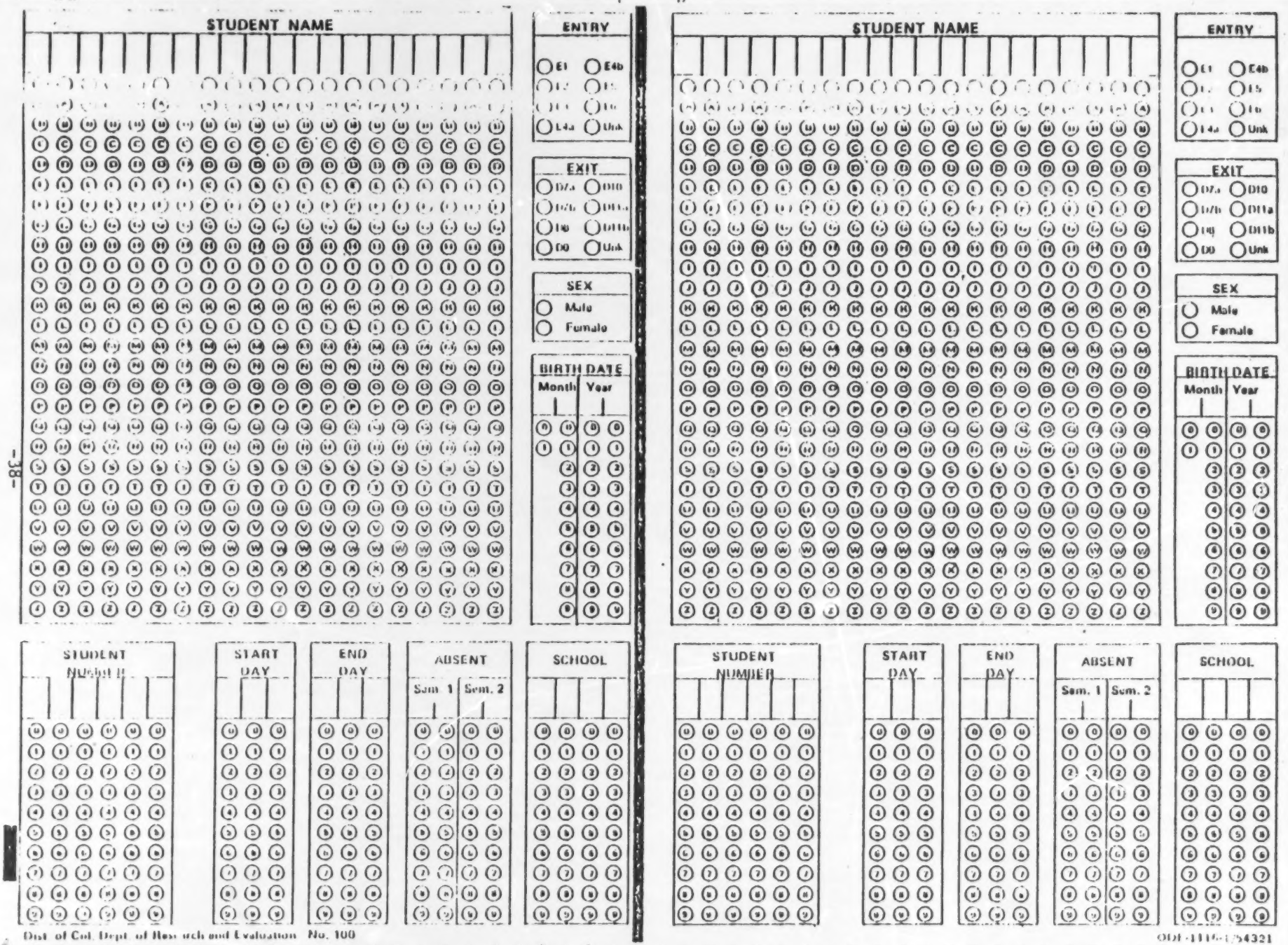
0 0 0
1 1 1
2 2 2
3 3 3
4 4 4
5 5 5
6 6 6
7 7 7
8 8 8
9 9 9

ABSENT

Sem. 1	Sem. 2
0 0	0 0
1 1	1 1
2 2	2 2
3 3	3 3
4 4	4 4
5 5	5 5
6 6	6 6
7 7	7 7
8 8	8 8
9 9	9 9

District of Col. Dept. of Research and Evaluation Form #101

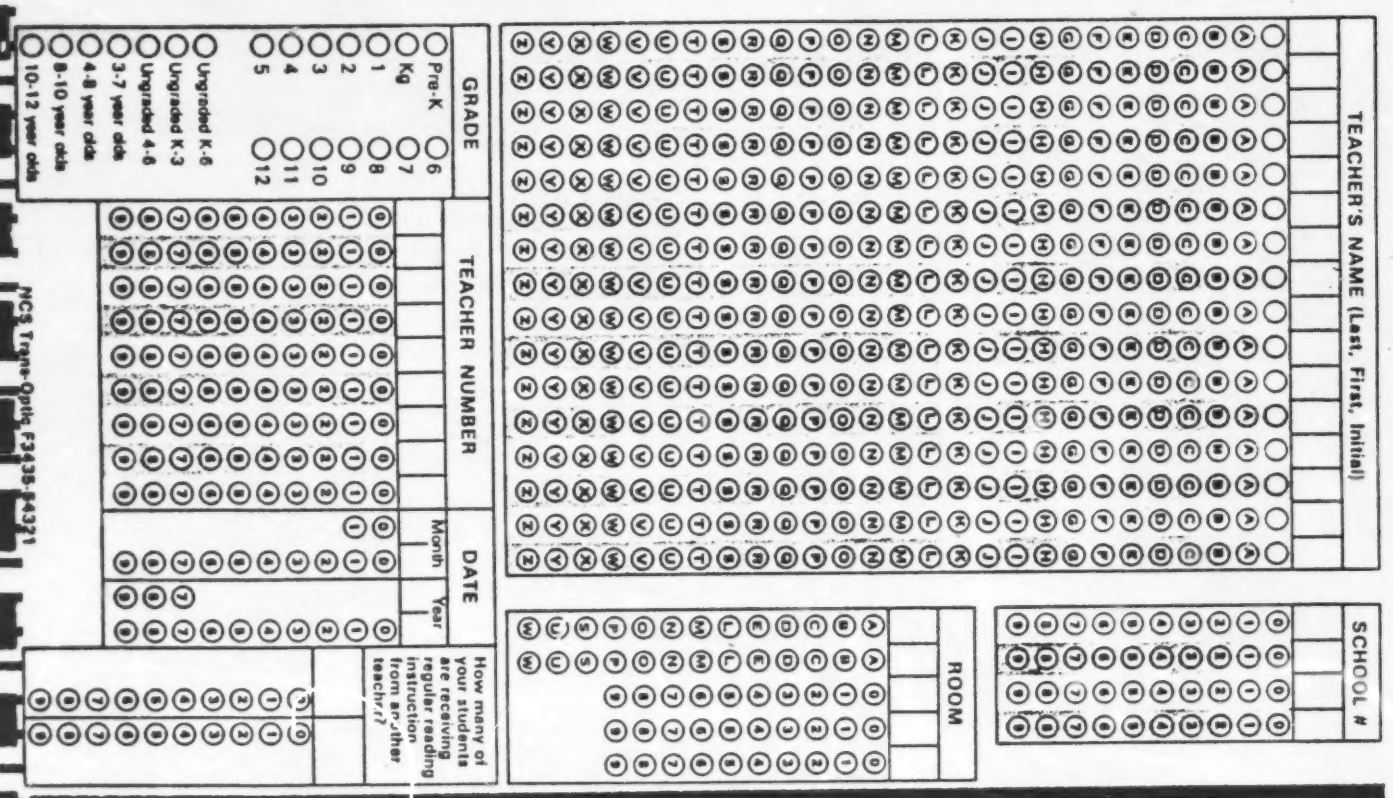
NCS Trans-Optic F3262-54321



Dist of Col. Dept. of Research and Evaluation No. 100

ODE-1116-154321

APPENDIX C **DISTRICT OF COLUMBIA DEPARTMENT OF RESEARCH AND EVALUATION FORM #201**



TM

The following questions pertain to your family or home-room class.

Often students have needs or problems that affect the teacher's instructional program or the students' ability to learn:

a. **As a result, have you referred any of your students this year to any of the following?**

- ○ Principal
- ○ Counselor
- ○ Health Specialist (Nurse)
- ○ Speech Therapist
- ○ Pupil Personnel Worker
- ○ Visiting Instructor
- ○ Special Teacher(s) (Reading, Math Specialists, etc.)
- ○ School Psychologist
- ○ Social Worker
- ○ Aides (Educational, Title I, Health, Community, etc.)
- ○ None
- ○ Other (Specify) _____

b. **Please mark the number of students you referred this year because they had learning problems in one of the following categories: Reading; Math; Speech; Language Arts; Other**

	1 - 3	4 - 6	7 - 9	10 or more
Reading	○	○	○	○
Math	○	○	○	○
Speech	○	○	○	○
Language Arts	○	○	○	○
Other	○	○	○	○

c. **Please mark the number of students you referred this year because they had learning barriers in one of the following categories:**

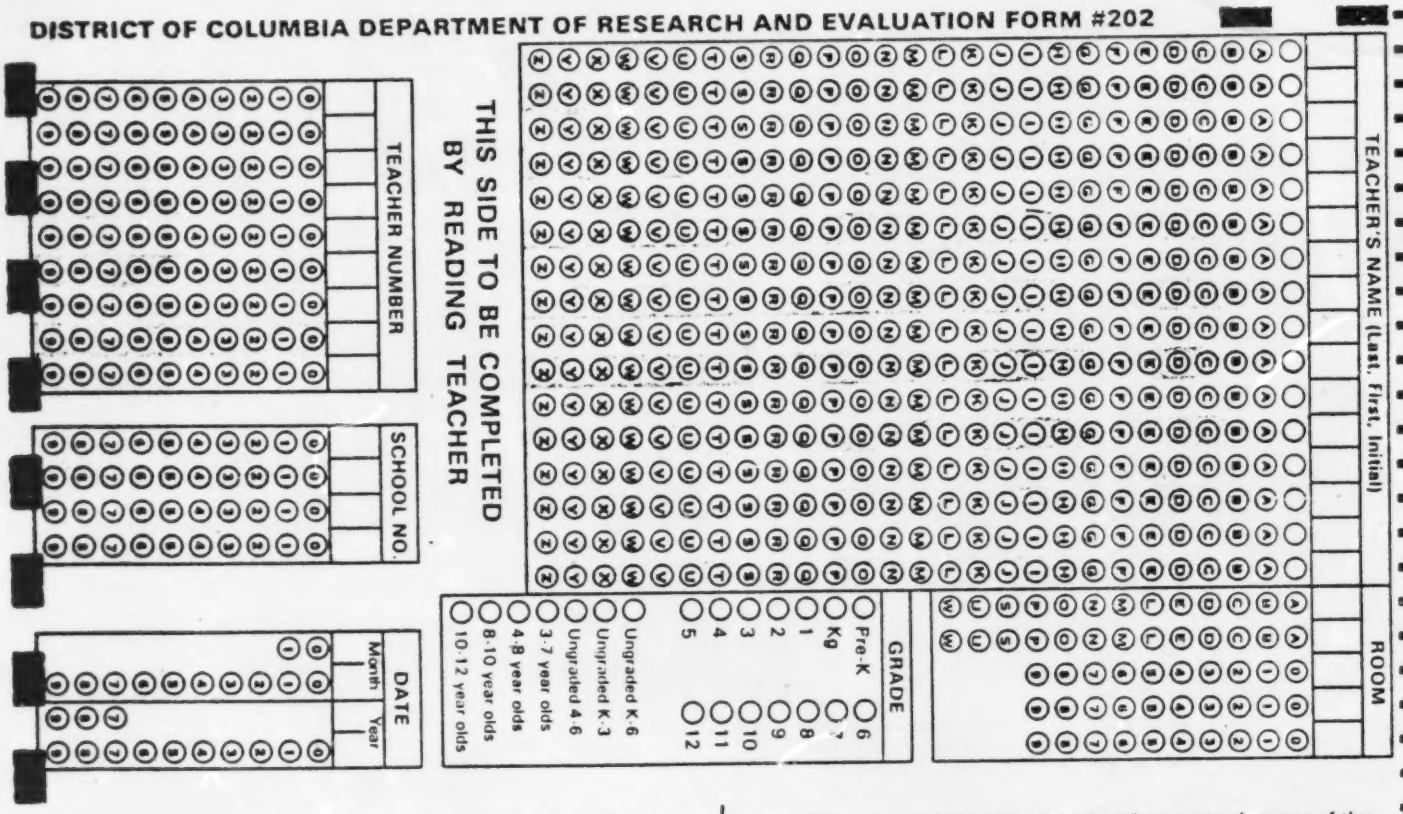
	1 - 3	4 - 6	7 - 9	10 or more
Behavior*	○	○	○	○
Attendance	○	○	○	○
Truancy	○	○	○	○
Nutrition	○	○	○	○
Drugs	○	○	○	○
Home or Community	○	○	○	○
Child Abuse	○	○	○	○
Economic Conditions (Clothing, shoes, etc.)	○	○	○	○
Medical/Physical Health (Vision, Sickness, Dental, Pregnancy, Injury, etc.)	○	○	○	○

d. **(Answer only if you have made NO referrals) Why haven't you made referrals?**

Learning Problems
Learning Barriers

- ○○ None of my students had a need to be referred
- ○○ I prefer to deal with the problems of my students myself if at all possible.
- ○○ The necessary special teachers were not available
- ○○ There was no counselor available
- ○○ There was no health specialist available (nurse, health aide, etc.)
- ○○ There is a lack of response to referrals
- ○○ I lack confidence in our referral system
- ○○ I lack confidence in the resource personnel
- ○○ The referral procedures are poor.
- ○○ We are encouraged by the school's policy to handle our own classroom problems.
- ○○ Other

DISTRICT OF COLUMBIA DEPARTMENT OF RESEARCH AND EVALUATION FORM #202



1. How many regular reading classes do you teach during the school day?
   - ○ one
   - ○ two
   - ○ three
   - ○ four
   - ○ five
   - ○ six
   - ○ seven
   - ○ eight

2. If you teach only one reading class during the day, during what time of the day is it taught?
   - ○ before 10 am
   - ○ between 10 am and noon
   - ○ afternoon

3. How long have you been the reading teacher for your class or classes this year?
   - ○ less than 1 month
   - ○ 1 month
   - ○ 2-3 months
   - ○ 4-5 months
   - ○ 6-7 months
   - ○ 8-9 months

4. Have you been teaching your reading class or classes by a team teaching approach this year?
   - ○ yes
   - ○ no
   - ○ no, but we exchange students for reading

5. Have you taught any reading skills objectives for your class this year other than those on the attached list?
   - ○ yes
   - ○ no

6. If yes, what percent of the reading skills objectives you taught were not contained in the attached PRT listing?
   - ○ less than 10%
   - ○ 10% to 20%
   - ○ 21% to 30%
   - ○ 31% to 40%
   - ○ 41% to 50%
   - ○ 51% to 60%
   - ○ 61% to 70%
   - ○ 71% to 80%
   - ○ over 80%

7. Did you teach PRT skills objectives from more than one of the test levels this year?
   - ○ yes
   - ○ no

8. Were you free to choose the reading skills objectives taught in your class(es) this year?
   - ○ totally
   - ○ to a great extent
   - ○ to some extent
   - ○ no

9. To what extent do you coordinate your instructional reading program with others in the school who also work with any student in your reading class or classes? (Mark all those that apply)

OTHER PERSONS WHO HELP MY STUDENTS IN READING

totally	to a great extent	to some extent	not at all	
○	○	○	○	The child's family or homeroom teacher (if you are not that person)
○	○	○	○	The reading specialist(s)
○	○	○	○	The reading resource teacher(s)
○	○	○	○	The reading aide(s)
○	○	○	○	The reading tutor(s)
○	○	○	○	Others (Specify) _____

Dist. of Col. Dept. of Research and Evaluation #200

Teacher Name _____ School Name _____

STUDENT NAME

STUDENT ID NUMBER

TEACHER NUMBER

SCHOOL

Teacher

Aide

Section

If you are not this student's family or homeroom teacher, please print your name and the name of the aide who helps you in the reading class, and group or section of this student if you have more than one group.

TM

B. 1. How many months has the child been in your class this year?

○ Less than one month ○ 1 month ○ 2 months ○ 3 months ○ 4 months
○ 5 months ○ 6 months ○ 7 months ○ 8 months

B. 2. Is this child in need of extra help in reading?

○ Yes, very much ○ Yes, somewhat ○ No

B. 3. THIS YEAR from what sources OTHER THAN YOU has this child received reading instruction DURING THE REGULAR SCHOOL DAY? Please mark all applicable.

○ None, no extra help ○ College student tutor ○ Other elem. sch. student tutor ○ Don't know – new student
○ Reading specialist/reading resource teacher ○ Teacher aide tutor ○ Jr. high student tutor ○ Parent tutor
○ Service group tutor ○ Sr. high student tutor ○ Urban service corps tutor
○ Other

B. 4. To the best of your knowledge how many months has this help been provided by the sources marked above?

○ Less than one month ○ 1 month ○ 2 months ○ 3 months ○ 4 months
○ 5 months ○ 6 months ○ 7 months ○ 8 months

B. 5. How often each week does this child receive reading instruction from the sources listed above? Mark most appropriate.

○ 5 Days ○ 4 Days ○ 3 Days ○ 2 Days ○ 1 Day ○ Less than once a week

B. 6. If this child needs extra help in reading and is not receiving it, please mark the main reason.

○ No reading specialist/reading resource teacher ○ Lack of instructional materials ○ Other (please explain) _____
○ Lack of tutorial services ○ Lack of teacher aides _____
○ Lack of diagnostic information

D. Why are you using the materials listed on the reverse side of this form for this student?

○ They are the materials I have found most effective in the past.
○ They are the only materials most readily available in my school.
○ They are materials suggested or recommended by the principal or supervisor.
○ They are keyed to the school system reading objectives and criterion-referenced tests.
○ They are materials found most suitable to this student's needs.
○ I learned about the materials in an in-service program/workshop.
○ I selected them on the basis of my own diagnostic test and observations.
○ I selected them on the basis of standardized test results.
○ They are the materials used as part of the special program in this building.
○ Other

DO NOT WRITE OUTSIDE BOX

C. Aside from reading instruction, how often does this student read on his own in school? (library books, comics, etc.)

○ Often ○ Sometimes ○ Never

E. How would you assess this child's interest in reading?

○ Very interested
○ Moderately interested
○ Seldom interested
○ Not interested
○ Actively dislikes reading

NCS Trans-Optic F3369-54321

EVALUATION SYSTEM
STUDENT READING PROGRAM FORM

MARKING INSTRUCTIONS
Use black lead pencil only (No. 2½ or softer.)
Do not use ink or ballpoint pens.
3. Make heavy black marks that fill the circle completely.
4. Erase completely any mark you wish to change.
5. Do not make any stray marks on this sheet.

BASAL SERIES
101 Bank Street Readers – MacMillan
102 Basic Curriculum Series – Lippincott (McLeod, McCracken & Walcutt)
103 Betts Basic Readers – American Book Co.
104 Bookmark Reading Program – Harcourt, World & Brace
105 Ginn Basic Readers, 100 Edition (Russell, et. al.)
106 Ginn Basic Readers, 360 Program (Clymer, et. al.)
107 Harper and Row Basic Readers (Van Roekel, et. al.)
108 Houghton Mifflin – Reading for Meaning (McKee)
110 Lyons and Carnahan – Curriculum Motivation Series (Fay)
111 MacMillan Reading Program (Harris & Clark)
112 Reading Caravans – D. C. Heath Co. (Witty and Freeland)
113 Reading Experience and Development (Read) – American Book Co.
114 Scott, Foresman – Bright Horizons Reading Program
115 Scott, Foresman – Curriculum Foundation Series
116 Scott, Foresman – Open Highways Program
117 Sheldon Basic Readers – Allyn & Bacon
118 Cambridge Book Co. – Reading Series
119 D. C. Heath – Communications
120 Ginn Basic Readers, 300 Edition
121 Holt, Rhinehart, Winston – Basic Reading System
122 Houghton Mifflin – Interaction
123 MacMillan – Series R
124 New Dimensions in Education – Alfa Series
125 Scott, Foresman – Reading Systems
199 Other (Please specify when gridding in box below)

LINGUISTIC/PHONIC
201 Basic Reading Series – SRA – (Pig in a Jig Books)
202 Lippincott – Basic Reading
203 Merrill Linguistic Readers (Fries, Wilson & Rudolph)
205 Open Court Foundation Program
206 Palo Alto Reading Program – Harcourt, Brace & World
207 Phonetic Keys to Reading Series – The Economy Co.
208 Phonics We Use – Lyons and Carnahan
209 Phono Visual – Phono Visual Products
211 Readiness in the Language Arts (RLA) – Cynthia Buchanan
299 Other (Please specify when gridding in box below)

PROGRAMMED/STRUCTURED
301 Lift-Off to Reading – SRA – (Woolman)
302 Programmed Reading – Webster Division of McGraw Hill – (Buchanan & Sullivan)
303 Project READ – Behavioral Research Labs – (Sullivan's Reading)
304 Starter/101 – (Silver Burdett (O'Keefe)
305 Random House – Structural Reading
306 Reading Readiness Tapes – Ideal School Supply
399 Other (Please specify when gridding in box below)

LANGUAGE EXPERIENCE
401 Experience Charts – Commercial
402 Experience Charts – Made by Teacher with Class
403 Language Experience Readers – Noble & Noble (Chandler Reading Program)
499 Other (Please specify when gridding in box below)

INDIVIDUALIZED READING
501 Extensive Use of Variety of Published Materials
502 Little Owl Series (Classroom Library) – Holt, Rinehart, Winston
503 MacMillan Reading Spectrum
505 SRA Reading Labs
506 Extensive Use of Variety of Non-Published Materials
599 Other (Please specify when gridding in box below)

SUPPLEMENTARY MATERIALS
605 Invitations to Personal Reading (Classroom Library) – Scott, Foresman
609 Reading Comprehension Skills Exercises (D. C. Schools)
610 Readers Digest Services, Inc.
611 Singer, Random House Literature Series
612 Torch Lighter Kits
613 Weekly Readers
614 Teacher Made Materials
615 Other (Please specify when gridding in box below)

SPECIAL
702 Distar – SRA (Englemann)
703 Frostig's Developmental Program in Visual Perception – Follett
704 I/T/A
705 Kindergarten Keys – Economy Co.
799 Other (Please specify when gridding in box below)

MOST USED MATERIAL	2nd MOST USED MATERIAL	3rd MOST USED MATERIAL
Approx. Level	Approx. Level	Approx. Level
○RR ○3² ○PP ○4 ○P ○5 ○1¹ ○6 ○1² ○7 ○2¹ ○8 ○2² ○9 ○3¹ or above	○RR ○3² ○PP ○4 ○P ○5 ○1¹ ○6 ○1² ○7 ○2¹ ○8 ○2² ○9 ○3¹ or above	○RR ○3² ○PP ○4 ○P ○5 ○1¹ ○6 ○1² ○7 ○2¹ ○8 ○2² ○9 ○3¹ or above
ETC.) SPECIFY	OTHER (199, 299, ETC.) SPECIFY	OTHER (199, 299, ETC.) SPECIFY

A. To what extent is the reading program described above indicative of what was used all year for this child for reading instruction? (Exclude changes in reading level)

○ Don't know - student new to this class
○ Very representative or very similar
○ Somewhat representative or somewhat similar
○ Not at all representative or not at all similar